“The Sociological Imagination enables us to grasp history and biography and the relation between the two in society.”

*C.W. Mills*

“The function of Sociology, as of every science, is to reveal that which is hidden.”

*Pierre Bourdieu*

“I could shelter myself from conflict by leaving the conversation, but I have come to believe that the comfort we feel when we avoid hard conversations is a dangerous comfort, one that seduces us into ignorance about the experiences of others and about the full meaning of our own lives.”

*Mari Matsuda*

What is Communism? Communism is the doctrine of the conditions of the liberation of the proletariat. What is the proletariat? The proletariat is that class in society which lives entirely from the sale of its labor and does not draw profit from any kind of capital; whose weal and woe, whose life and death, whose sole existence depends on the demand for labor....

*Friedrich Engels*

**Professor:** Dr. Jennifer G. Correa  
**Office Location:** 350D Central Academic Building (CAB)  
**Office Hours:** TUES/THURS 2-3 p.m. (OR by appt.)  
**Email:** jcorrea@tamusa.edu  
**Phone:** 210-784-2249  
**Class Meetings:** Tues/Thurs 11-12:15 pm  
**Room #:** Science & Tech Bldg 105

**COURSE DESCRIPTION**

This course will provide a survey of various theoretical perspectives that encompass questions of the self, race, gender, sexuality, history, politics, economics, and society. The readings will draw from both the classical period and move into more contemporary sociological developments. Some social theorists focus on macro-level structures (e.g. political economy, institutions) while
others focus on more micro-level or interactional concerns (e.g. self, identity). Finally, there are social theorists who focus on the interconnections between the two – individual and society – basically how structures shape the lives of individuals and vice versa. Reading theory can be quite cumbersome, and at times feel completely abstract. Thus, this course will demand that you closely read these sociological theories, participate in class discussion, and engage in a process of “theorizing” – what I mean by this is that you will be expected to think critically about the central ideas of a particular theory and relate them to our society. Keep in mind that each and every theorist is a product of his or her social, political, and economic context and these moments shaped their writings.

**LEARNING OBJECTIVES**

1.) **Investigate** classical/contemporary sociological theories (e.g., functionalist, conflict, symbolic interaction, postmodern, critical race, feminism, and queer) which underlie social, cultural, political, and economic phenomena.

2.) **Evaluate** varying epistemological/methodological underpinnings of sociological theory.

3.) **Understand** micro and macro sociological theories which explain social, cultural, political, and economic phenomena.

4.) **Analyze** varying sociological theories and how they explain social, cultural, political, and economic phenomena.

**EXPECTATIONS FOR SUCCESS**

- Complete all readings & assignments.
- Ask questions/participate in class.
- Review your materials – e.g. notes, etc.
- Attend all your courses.
- Check for Confirmation of Blackboard submissions/uploads.
- Check to ensure each assignment you’ve completed is graded.

**REQUIRED TEXTS¹**


**BLACKBOARD**

- Points, grades, course documents, relevant links, or course/syllabus updates & announcements are generated in Blackboard.
- Blackboard Assignments – Please make sure you receive confirmation of a submitted assignment. No blank documents are accepted and will be counted as late work.

---

¹ There may be assigned Online articles with included URL addresses; film(s) with included URL addresses; journal articles via Blackboard; and book chapter(s) via Blackboard. Please read over Course Readings carefully.
CLASSROOM CONDUCT & POLICIES

BE PREPARED
- Assigned readings must be done before class, ready to discuss for next class;
- Any Assignments must be completed by due date; having read the required reading(s);
- The quality of discussions generated are NOT my sole responsibility; I also look to you to learn from the readings and to come to class with discussion points and questions.

EXCESSIVE ABSENCES & SIX DROP RULE
- If you miss class and do not provide me with official documentation (e.g. doctor’s note or obituary notice), you will not receive credit for attendance/participation for that day.
- If you encounter an emergency (sickness or death in the family) during the semester, please keep me abreast of your situation and make sure to provide documentation.

LATE WORK & MAKE-UP EXAM POLICY
- No late work will be accepted unless you have experienced an emergency (e.g. death in the family or are critically ill).
- Provide documentation of emergency situation. Then, I will assess the points earned/lost due to the absence(s) and whether it is deemed Excused or Un-Excused.
- Blank documents submitted/uploaded to Blackboard are considered Late Work and depending on situation, may not be accepted.

GRADE CONCERNS
- It is your responsibility to see me during my office hours or by appointment throughout the course if any concerns about your graded work arise.
- I do not view grading as a process of negotiation.

PRODUCTIVE & MEANINGFUL DIALOGUE
- Sociology covers difficult, controversial, and at times, painful topics. My expectation is that you will meaningfully and respectfully engage.
- Reflect upon your position in the context of the sociological research provided, keeping an open mind.
- You do not need to agree with everything presented in the readings or by me, but your task is to demonstrate sociological understanding.

EMAIL CORRESPONDENCE
- All correspondence between professor and students must occur via University email accounts.
- I have many emails that are sent to me daily; however, I try my best to respond back to students within 24-48 hrs during the week.
- I do not tend to check my email over the course of the weekend.
**CELL PHONES**
- Please make sure to silence/power off your cell phone while in class. This is disruptive for me and your colleagues.
- If a loved one is in the hospital, you can put your phone on vibrate and take/make your call outside of the class.

**LAPTOPS & TABLET DEVICES**
- Laptops & tablets are allowed for use in the classroom;
- However, if it becomes a disruption, you may lose this privilege.

**A&M-SA CONDUCT RULES, POLICIES, & SERVICES**

**ACADEMIC INTEGRITY**
- Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters.
- University policy prescribes serious consequences for acts of academic dishonesty including, but not limited to, a grade of ‘F’ on the particular paper or assignment, a failing grade in the course, or possible expulsion from the University. Academic Dishonesty falls under Acts of Dishonesty in the Student Handbook’s Code of Conduct (Page 37):
  [http://www.tamusa.edu/studentengagementsuccess/TexasA&MSanAntonioStudenthandbook.pdf](http://www.tamusa.edu/studentengagementsuccess/TexasA&MSanAntonioStudenthandbook.pdf)

**A&M-SA OFFICE OF DISABILITY SUPPORT SERVICES**
- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities.
- If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.tamus.edu.
- If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible.
**A&M-SA JAGUAR WRITING CENTER**

- This Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments.
- Students can make individual or group appointments with a writing tutor. The Writing Center location: Central Academic Building, Suite 208. This location can be reached by emailing tutoring@tamusa.edu or calling (210)784-1332. Appointments can also be made through Jag Wire using TutorTrac, which is found under the services tab.

**TEXAS SIX DROP RULE, SENATE BILL 1231**

- You are subject to the requirements of Senate Bill 1231 passed by the Texas Legislature in 2007. SB 1231 limits you a maximum of 6 non-punitive drops during your undergraduate career.
- Please be aware of your drops because they can be punitive. Further information can be found: [http://www.tamusa.edu/registrar/registration/adddropwithdrawprocess/sixdroplimit.html](http://www.tamusa.edu/registrar/registration/adddropwithdrawprocess/sixdroplimit.html).

**GRADING SCHEME**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Exams (2 X 40)</td>
<td>80</td>
</tr>
<tr>
<td>Theory-Praxis Group Project</td>
<td>60</td>
</tr>
<tr>
<td>Theoretical Facilitation (1 X 20 pts)</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
</tr>
</tbody>
</table>

198 – 220 = A  
176 – 197.5 = B  
154 – 175.5 = C  
132 – 153.5 = D  
Below 132 = F

**ESSAY EXAMS**

There will be a total of 2 exams in the course, which are comprised of the Midterm & Final exam, worth **40 points each**. The essay exams will be comprised of short answer essays and/or longer holistic responses or essays. This means that I will not necessarily ask you to regurgitate information straight out of a text or article; rather, they will be reflexive and narrative in nature. The exams will encompass questions over the readings, lectures, discussions, and/or film(s) I have assigned over the course of the semester. Furthermore, Exam 1 will be an in-class exam & you will need a bluebook. Exam 2 will be take-home and consist of applying a theory or theories to your own personal lived experiences. You will need to use at least 2-3 theories for this exam. However, I will provide you with a rubric for Exam 2 as the date approaches. FYI, exams given
their essay style typically take me 2-3 weeks to grade and then submit back to you with a grade. I take time to read each response with a careful eye.

THEORY-PRAXIS COLLABORATIVE PROJECT
Students will be put into groups of 3-5 students. This will be a theoretically driven assignment/group project. You must use theories and/or theoretical to better explain/illuminate or critique the topical issue at hand. The argument(s) must make a clear theoretical/conceptual connection between the readings and your social phenomena. **You will need to complete a Personal-Group Member Evaluation Form where you will indicate the duties/responsibilities you were assigned as well as that of your peers and if they were completed (or not).** I will use these evaluations to compile a grade for you as well as that of your peers. There are other factors that will be used as criteria to compile your grade that will be outlined in the Group Presentation Project Grading Rubric. You will receive a Group Presentation Project Rubric as well as a Personal-Group Member Evaluation form before we begin working on the group projects. This evaluation form will also be worth a set number of points and will need to be submitted via Blackboard. **REPEAT: This is a collaborative project, if you do not complete your assigned tasks, this will be grounds for a zero for the total project OR a loss of points depending on severity. If you have 2 negative evaluations/complaints alleged against you via the Personal-Group Member Evaluation form, your grade will drop by 10 pts from the total. For every negative evaluation alleged against you thereafter, your grade will drop by 5 pts for each negative evaluation.** I am giving you time in class to work on your projects. You must upload via Blackboard the final PowerPoint at least 12 hrs before your scheduled presentation. Make sure to use scholarly sources/citations (academic journals, books, etc.) or if using outside sources – use evidence or scientific-driven sources to back up your claims; this excludes the use of Wikipedia and Dictionary.com. A rubric will follow as we get closer. A rubric will be provided.

PPT (Structure) Template:

1.) An introduction into the topical issue.
2.) An argument for how the course reading(s) help address, explain or challenge the topical issue.
3.) A conclusion section connecting the analytical & theoretical dots to your topical findings for your audience.
4.) At the end of the presentation, your group must have at least 1 discussion questions for the class to respond to.

THEORETICAL ANALYTIC FACILITATION
Students will work individually on this task. These facilitations will be over previous reading, and will take place on either our Tues OR Thursday class meetings beginning in Week 2 and will end Week 10. Please sign up for a facilitation date with me asap; **You must submit this facilitation the date you are scheduled to facilitate by 11:59 p.m via Blackboard (e.g.**
“Theoretical Analytic Facilitation 3-3”). You must raise at least 1 question in your Facilitation.

- Grading rubric for the Analytic Facilitations is as follows:
  1. Ability to demonstrate understanding of the material (5 pts).
  2. Ability to communicate your facilitation synopsis for 3-5 minutes to class audience (5 pts).
  3. Ability to critically analyze an idea(s), theoretical concept(s), or theory/theories (5 pts).
  4. Meet the minimum 400-word requirement along with One Discussion Question (5 pts).

- Tentative Structure of the Analytic Facilitation:
  (i.) Point out ONE or TWO key point(s) you found to be the most important.
  (ii.) Critically analyze an idea, concept or theory put forward by author(s) and how it expands (or possibly falls short) our understandings of the situation.
  (iii.) Pose a question for the audience that is informed by the reading(s) of an issue, concern, or context that needs further collective elaboration.

ATTENDANCE
- Your attendance in the class will be monitored throughout. Attendance is worth 30 pts total (2 pt deduction for each Un-excused Absence). I may drop a student for non-attendance at any time prior to the mid-point of a course.
- A drop processed by a faculty member for non-attendance will be treated as a non-punitive grade unless the undergraduate student is subject to the requirements of Texas Senate Bill 1231. I will pass out a sign-in sheet beginning on our Thursday, January 16th class meeting.
- Warning: If you miss more than 3 classes, chances are you will not do well in the course or likely fail altogether.

PARTICIPATION
- Participation is worth 30 points total and can be assessed via the classroom.
- With regard to your Participation grade, it is assessed as follows:
  *High participation* = 30 pts (A student participates in meaningful and productive discussion related to lecture/texts during all class meetings)
  *Moderate participation* = 20 pts (A student participates in meaningful and productive discussion related to lecture/texts during majority of class meetings)
  *Somewhat participation* = 10 pts (A student participates in meaningful and productive discussion related to lecture/texts in some class meetings)
  *No participation* = 0 pts (A student does not participate in any meaningful and productive discussion or exchange throughout entire course).

Note: Participation is not solely focused on whether a student is present, although that is a major factor. I assess Participation also by the engagement level of the student in class discussion and the frequency that students contribute their thoughts, ideas, reflections etc on the topic at hand; all this is based on my assessment of the student throughout the course.
Course Schedule, Due Dates, & Readings

WEEK 1
Course Introduction/ Emile Durkheim

WEEK 2
Emile Durkheim: Social Facts, Social Order & Anomie

WEEK 3
Karl Marx: Labor, Alienation, & Class Conflict

WEEK 4
Max Weber: Protestantism, Capitalism, & Rationality

WEEK 5
Exam 1/ Theories of Self & Society

WEEK 6
Theories of the Sociology of Emotion

WEEK 7
Theories of Power, Control & Surveillance

WEEK 8
Critical Race Theory

SPRING BREAK MARCH 9th – 15th
WEEK 9
Theories of Feminism & Gender

WEEK 10
Exam 2/Theories of Feminism & Gender

WEEK 11
Assemble Collaborative Groups/Collaborative Work

WEEK 12
Collaborative Work

WEEK 13
Collaborative Work

WEEK 14
Collaborative Group Presentations

WEEK 15
Collaborative Group Presentations

** Changes to the Syllabus**

I reserve the right to change any part of this syllabus at anytime during the course. I will provide adequate notification if changes are made.